

FIGURE 8.5
Rubrics for Providing Feedback

Scale: 4 = excellent; 3 = good; 2 = needs improvement; 1 = unacceptable; 0 = no judgment possible	
A: General Rubric for Information	B: Generic Rubric for Processes and Skills
4 The student has a complete and detailed understanding of the information important to the topic.	4 The student can perform the skill or process important to the topic with no significant errors and with fluency. Additionally, the student understands the key features of the process.
3 The student has a complete understanding of the information important to the topic but not in great detail.	3 The student can perform the skill or process important to the topic without making significant errors.
2 The student has an incomplete understanding of the topic and/or misconceptions about some of the information. However, the student maintains a basic understanding of the topic.	2 The student makes some significant errors when performing the skill or process important to the topic but still accomplishes a rough approximation of the skill or process.
1 The student's understanding of the topic is so incomplete or has so many misconceptions that the student cannot be said to understand the topic.	1 The student makes so many errors in performing the skill or process important to the topic that he or she cannot actually perform the skill or process.
0 No judgment can be made about the student's understanding of the topic.	0 No judgment can be made about the student's ability to perform the skill or process.

FIGURE 8.6
Rubric Adaptations

Scale: 4 = excellent; 3 = good; 2 = needs improvement; 1 = unacceptable; 0 = no judgment possible	
A: Industrial Revolution Rubric—Information	B: Reading Bar Graph Rubric—Processes and Skills
4 The student has a complete and detailed understanding of the information important to the Industrial Revolution.	4 The student can perform the skills and processes important to reading a bar graph with no significant errors and with fluency. Additionally, the student understands the key feature of the process of reading a bar graph.
3 The student has a complete understanding of the information important to the Industrial Revolution but not in great detail.	3 The student can perform the process of reading a bar graph without making significant errors.
2 The student has an incomplete understanding of the Industrial Revolution and/or misconceptions about some of the information. However, the student maintains a basic understanding of the topic.	2 The student makes significant errors when performing the process of reading a bar graph but still accomplishes a rough approximation of the process of reading a bar graph.
1 The student's understanding of the Industrial Revolution is so incomplete or has so many misconceptions that the student cannot be said to understand the Industrial Revolution.	1 The student makes so many errors in the process of reading a bar graph that he or she cannot actually read a bar graph.
0 No judgment can be made about the student's understanding of the Industrial Revolution.	0 No judgment can be made about the student's ability to perform the process of reading a bar graph.